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ABSTRACT

The manual for the secondary and postsecondary component of the Business and Office Career Education Curriculum Project consists of four parts. Part 1 contains a concept paper on business and office occupations that describes some of the changes occurring in business and industry and points out some curriculum implications deriving from these changes. Part 2 contains five articles which describe activities secondary and postsecondary business teachers can use to promote career development. Part 3 consists of an article, Prepare for Tomorrow, Frederick H. Antil, which describes some changes occurring in the life insurance industry and points out the curriculum implications of these changes for business and office training programs. Part 4 contains a list of 40 publishers of career preparation textbooks and materials for business and office education, with grade levels and subject areas specified, and a list of business and professional organizations from which career-related materials can be obtained. An appendix contains a questionnaire designed to assess the degree to which educators and administrators have integrated technological, employee rights, social, and educational methodology changes into their career education projects. (Author/JR)

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THE BUSINESS AND OFFICE CAREER EDUCATION

CURRICULUM PROJECT

The Secondary/Post-Secondary Component

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THE BUSINESS AND OFFICE CAREER EDUCATION

CURRICULUM PROJECT

The Secondary/Post-Secondary Component

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BO-CEC PUBLICATIONS:

Business & Office Career Education Resource Guide
Elementary Resource Guide
English Resource Guide, Grades 7-9
Math Resource Guide, Grades 7-9
Social Studies Resource Guide, Grades 7-9

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FOREWORD

The primary thrust of the Business and Office Career Education Curriculum Project under the U.S.O.E. contract provisions was to be the development of curriculum guides for grades 7-9, and four such guides have been developed. A career education curriculum guide has also been developed for grades 1-6. Although no curriculum guide is called for under the provisions of the project contract, this publication has been prepared as a secondary/post-secondary component of the project.

Part I of this book contains a concept paper that describes some of the changes occurring in business and industry and points out some curriculum implications deriving from these changes.

Part II contains five articles describing activities secondary and post-secondary business teachers can use to promote career development. These articles were prepared for the BO-CEC project by leading business educators, and the articles have been previously published in the April, 1975, issue of the Business Education Forum.

Part III consists of an article by Frederick H. Antil, vice president of Life Office Management Association, describing some changes occurring in the life insurance industry and pointing out the curriculum implications of these changes for business and office training programs. Mr. Antil is a member of the National Advisory Committee for the BO-CEC Project.

Part IV contains a list of 40 publishers of career preparation textbooks and materials for business and office education. The grade levels and subject areas of materials available from each publisher are indicated. In this section also is a list of business and professional organizations from which career-related materials might be obtained.

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PART I

BUSINESS AND OFFICE OCCUPATIONS:

A CONCEPT PAPER

BUSINESS AND OFFICE OCCUPATIONS
A Concept Paper

Foreword

Today's society is immersed in an era of change. In addition to technological change, changes are occurring in the morals and ethics of society, in the composition of the labor force, in the rate of intellectual and social growth, in the family unit, and in many other areas which affect the economic and cultural foundations of society. The purpose of this concept paper is to examine those changes that directly or indirectly affect business and office occupations and to identify adjustments that must be made to the business and office curriculum as a result of these changes.

The first section of the paper examines the composition of the business and office work force and changes occurring in the office environment.

The second section examines various factors affecting business and office occupations, such as the effect of new technology on the office, the increased pace in business, and changing attitudes of business and office workers.

The third section contains charts which show the impact of changing conditions on the business and office curriculum. The charts also contain recommendations for modifying the various business programs to reflect changing conditions in business and industry.

SECTION I:
Composition of the Business and Office Work Force; Changes in the Office Environment

Business and office occupations are comprised essentially of three groups of administrative support personnel: managers, business administration professional personnel, and other administrative support personnel. This latter group, *other administrative support personnel*, includes those employees traditionally called clerical office workers. Taken together, business and office employees represent the largest and fastest growing occupational group in American society.

Managers

The business management occupations include more than six million salaried managers and approximately 22 million business owners who manage all or part of their own businesses. The number of salaried managers, including management trainees, supervisors, middle-level managers, and top-level managers, grew tremendously in recent years, with the number of salaried managers increasing nearly four times as fast as for all workers between 1960 and 1970. (9) Even more managers

will be needed as the economy continues to expand and as firms become larger since large firms require a higher ratio of managers to total employees than do smaller firms.

Business Administration Workers

The number of business administration personnel, including workers in such occupations as accounting, advertising, marketing research, personnel, and public relations, has also increased during the past decade, and indications are that the need for workers in these occupations will continue to increase. Accountants will be especially in demand because of the greater use of accounting information in business management and because of the complex and constantly changing tax system.

Other Administrative Support Personnel

The number of other administrative support personnel, who have traditionally been called clerical workers, is also increasing. In 1965, there were 11 million employed office workers; in 1972, 14 million. According to Department of Labor projections, at least 350,000 additional clerical workers will be needed yearly to replace office workers who retire or leave their jobs for various reasons.

Changes in Labor Force

Not only are clerical, business administration, and managerial workers increasing in total number, but they also constitute an increasingly larger part of the total labor force. The labor force in business and office occupations is changing in other ways. Blacks and other minority groups are entering business and office occupations in greater numbers than ever before. Also, an increasing number of women and minority groups are being elevated to or hired for management and administrative level positions.

The Information Processing System

All business and office employees either work in an office or are vitally concerned with information processing. The business office is no longer considered simply a place but rather as an information processing function which pervades an entire organization. Thus, the term "office" is being redefined and incorporated as part of the total *information processing system.*

A Support System

Office activities support and sustain such vital functions of the organization as purchasing, manufacturing, marketing, personnel administration, and finance. Office activities are basically concerned with information processing. Administrative support personnel receive information from the production line, from salesmen, from managers, or from other sources, and they process or manipulate the data received so that the economic value of the information is preserved or increased. Unless the processed information helps management make profitable decisions or in some way contributes to successful and profitable operation of the enterprise, it is of little value. Lost, insufficient, inaccurate, or delayed information may lead to poor decision making and therefore be very costly to the organization. Thus the office should be a well-designed and well-maintained

system that quickly gets necessary and accurate information to those who need it.

The Office Environment

The modern office is very different in physical appearance from the office of several years ago. Today we hear managers speak of "landscaping" the office and of applying "ergonomic" techniques to office design. Today's office, unlike the office of 40 or 50 years ago, is cheerful, attractive, and functional. Much of the impetus for this change may have resulted from behavioral science research which has shown that the quality of work people do is related to the environment in which the work is performed. (3) The changing attitudes and aspirations of business and office workers, which will be discussed later, have also had great impact on office design.

Changing Business Capabilities

As the economy expands and business and industry become larger and more complex, managers at every level must have instant access to a full range of accurate and reliable information. This exploding requirement for information has led to the application of technology to increasing information processing capabilities of the office. Almost instantaneous data communications, data manipulation, and information storage and retrieval have made possible greater centralization of office functions, satellite operations, and faster and more accurate processing operations.

Office Innovations

The following are a few of the office innovations that are increasing the information processing capabilities of the office:

Micrographics--The applications of microfilm and microfiche to business and office operations provide an example of the impact technological advances are having on office operations. In many offices COM (computer output microfilm) applications are replacing the use of paper printouts at greater savings in computer time and supply costs. Also, the use of microfilm and microfiche reduce document storage space requirements and often provide better data management and service.

Reprographics--The types of document reproduction equipment available today are having tremendous impact on the office by making possible the quick reproduction and distribution of documents.

Automated Data Processing--Automated data processing and the integration of various automated functions have resulted in enormous potential and possibilities for information processing, storage, and retrieval.

Word Processing--Word processing, a system in which

trained personnel use automated business equipment to create, produce, and distribute written communications at top speed, is enabling the modern office to cope with the paperwork explosion. An efficient word processing system often saves from 15 to 35 percent in secretarial costs while increasing the productivity of managers by getting documents to them more efficiently.

In spite of the advances in office technology, many offices have not changed their basic information processing procedures for years. Workers in these offices still process information by hand methods and use out-of-date equipment. However, even these offices do not entirely escape the technological advances because many of the organizations with which they deal (banks, supply houses, government, etc.) are employing new technology.

SECTION II:
Factors Affecting Business and Office Occupations

The *basic* functions of business and office work have not changed much regardless of the sophisticated technology, new terminology, and improved office environment. Managers are still responsible for planning, organizing, and controlling; business administration workers and still responsible for their special area of competency; clerical office workers in their administrative support role still, even with the office innovations mentioned previously, keep records and type correspondence, operate office machines, place telephone calls, answer telephones, take messages, greet clients, store and retrive business information, and so forth. Modern technology has in most cases enabled them to do these things in greater volume and faster. But their functions have remained about the same.

Have, then, procedures and environment of business and office work changed? They have, and the changes have resulted from three major factors: technological innovations, increased pace in business, and changing attitudes of workers and management.

Technological Innovations

Walk through any modern office and everywhere you turn is evidence of recent technological innovations, some of which were discussed previously. Here are just a few examples of the ways in which recent technological innovations are affecting office procedures:

- *A manager asks for some specific information from the company data bank; the office worker goes to a keyboard and retrives the information in the form of a computer printout in seconds.*
- *A typist makes an error; touches a backspace key to remove the error; then continues typing.*
- *Another typist makes corrections to previously-typed copy simply by typing the corrections on a magnetic*

tape typewriter; the final, complete correct copy is typed out, automatically.

- *A manager picks up the telephone, dials a number, and dictates three letters; a salesman across the hall picks up the telephone and dictates a report, and throughout the day managers and salesmen dictate over their office or home telephones while the company word-processing center typists pick up and transcribe the dictated messages without interruption.*

- *A salesman records a sales on the cash register, punching certain keys on the register that automatically deduct the items sold from inventory.*

- *A bank teller is waiting on a customer who presents a large personal check for cash; the teller enters the customer's account number on a silent keyboard and immediately the customer's balance appears on a small screen on the teller's counter.*

- *An office worker is doing a series of computations on an electronic calculator; the machine makes no noise and contains no paper tape; the answer appears on a small screen. The worker puts the answer in the machine's memory for later use and continues working.*

An endless number of examples could be given, but the implications of each are the same: The modern office of today is a computerized, automated office. Workers are freed from the drudgery of the past--adding long columns of figures by hand or on a manual calculating machine; rummaging in a filing cabinet to retrieve information; retyping a letter because of an omitted word or sentence, and so forth.

Many workers, however, may not see the modern office as a blessing. In some cases the duties of office workers have become so specialized that workers no longer see how the tasks they are performing contribute to the total operation of the enterprise; they no longer feel that they are an important part of the organization. As office work becomes segmented, tasks become meaningless. Also, as organizations grow larger and jobs become more specialized, employees become increasingly separated from the decision-making levels of management. As a consequence, they find their work less interesting, less satisfying.

This new technology brings with it new business and office occupations. For example, the modern office often includes one or several systems analysts who analyze and design information flow systems for the organization. Automated data processing systems require computer technicians and programmers. Administrative assistants are needed to coordinate the complex activities of the modern, technological office.

Increased Pace in Business

Business people today are on the move. They may be in New York for breakfast and San Francisco for dinner. Business and social demands have resulted in workers *overcomitting their time and energy. State and federal* regulations have increased the flow of paperwork and forced many new deadlines onto an already crowded calendar, and the inflation rates of recent years have necessitated an increase of each worker's output to keep a firm competitive.

As business enterprises grow larger, the social environment of the office changes, and these changes have produced some negative results. For example:

- *Workers in the same office seldom know one another except as suppliers or receivers of business information being processed.*
- *Employees often do not understand the interrelationships between their work and other people's work.*
- *Secretaries often have difficulty securing needed information from managers because the managers are too busy to confer with them.*
- *Automated equipment produces reports which are often neither used or needed because no one has time to read them.*
- *An office worker is berated by a customer because a manager has not returned a call.*
- *Workers who meet the public are often so pressed for time that they are rude and thus create public relations problems.*

The above are only a few of the many examples that can be given to illustrate how business growth and the increased pace of business have created a new kind of world in the office. The business and office education curriculum must take this into account and prepare potential office workers to cope with the fast pace of the modern business office.

Changing Attitudes

The most serious concerns of corporate executives as they look to the future of their companies relate to personnel. (13) Much of their concern about personnel stems from the changing attitudes and aspirations of workers. Business and office workers at all levels are no longer timid about expressing their opinions to management, and they do not hesitate to make demands and challenges to management that would have been unthought of a decade or two ago.

Undoubtedly, one of the biggest forces behind the changing attitudes of business and office workers is the large

number of youth now employed. Over one-fourth of the labor force is composed of the under-thirty age group. (2) The young people entering the work force have several differences that set them apart from their older generation counterparts. As a whole, the under-thirty age group enters the work world more highly educated than workers of previous generations. The young workers are sociologically aware and vocal in their demands for meaningful and relevant work experiences. They are seeking greater freedom and challenges in their jobs than were workers of the past. Many young workers have known only a society of abundance. Because of this and because of the many social welfare programs in the American society, until recently employees have not feared unemployment and therefore have felt much more free to express their opinions and to challenge management.

Yankelovich recently conducted a study on the attitudes of youth toward work. One of his conclusions was that youth's values with regard to authority are changing. Only one-third of the youth surveyed said they would willingly submit to being "bossed around" on the job. Yankelovich also found that while in 1968 about 69 percent of the youths surveyed believed that "hard work will pay off," the percentage of youths who believed this in 1971 had dropped to 39 percent. (1) By not accepting the traditional work ethic based on the principle that there is dignity and worth in work itself and that working hard will lead to job satisfaction and advancement, the young employee is forcing management to revamp traditional methods of thinking.

The changing attitudes of young workers are by no means the only catalyst for change in the work environment. Older office workers with several years on the job are expressing discontent as evidenced by high absenteeism and turnover, lower quality, less production, and increased union activity. In fact, management and government have been so concerned over the breakdown of the work ethic that they have sponsored over 2,000 studies on job satisfaction in the past three decades.

One of the most far-reaching studies on the changing attitude toward work was authorized by Elliot Richardson (Dept. of HEW) in 1971. A task force studying worker attitudes concluded that a large number of workers are dissatisfied with the quality of their working lives. Workers are locked into "dull, repetitive, seemingly meaningless tasks, offering little challenge or autonomy." (15) Workers feel they don't get to work at meaningful jobs and so they exhibit their frustration by becoming demanding and hostile.

The University of Michigan's Survey Research Center (SRC) conducted a study in which a representative sample of the nation's labor force was interviewed to determine American attitudes and aspirations toward work. In the SRC study, about three-fourths of those interviewed felt it was very important

to be doing interesting work. In contrast, only 63 percent believed that their work was interesting. Some other results of the study were:

1. *Eighty-five percent said opportunities to develop their special abilities was important.*
2. *Seventy-four percent of those surveyed felt they were asked to do too much work.*
3. *The chance to get ahead was very important to 55 percent of the participants.*
4. *Good pay was ranked important by only 50 percent of the workers.*

Some reasons for dissatisfaction pinpointed by the Work In America task force were (1) work breakdown and specialization due to technological innovations and (2) limited opportunities for worker responsibility and participation in problem-solving and decision-making activities. These characteristics have been around for many years, but what is new in the current climate is that employees are demanding revolutionary changes in what management offers to make the job attractive.

Some managers feel that the way to increase productivity and motivation is to involve personnel in setting company goals and making decisions. Workers are analyzing their jobs and deciding what could be done differently. Several other methods currently being used to motivate employees are job rotation, job enrichment, management by objectives (MBO), job enlargement, and a shorter work week. Still other ways jobs are being made more attractive include providing bright and cheerful office workspaces and relaxing the traditional dress regulations.

Many of the above methods have proven successful in enhancing the job and increasing the amount of satisfaction workers receive from it. The change in attitudes among both workers and employers concerning job satisfaction and the need for two-way communication in the office is recognized in the business and office curriculum recommendations presented in the last section of this paper.

SECTION III

Impact of Changing Conditions on the Business and Office Education Curriculum

Examples of actual and apparent changing curriculum emphases and innovations are presented in four categories in this section. The first category (Chart 1) presents changing cultural, social, economic, and technological conditions that are having broad impact on all business and office programs.

The second category (Chart 2) presents changing conditions that have both a general impact on the business and office education curriculum and specific impact on the

various business programs. Recommendations for modifying the various programs to reflect the changing conditions are given in the last six columns of Chart 2.

The third category (Chart 3) presents changing conditions that have special impact on administrative management programs (mostly) at the post-secondary level) as contrasted to training programs for office employees at both the secondary and post-secondary levels.

The fourth category (Chart 4) provides some examples of the impact that some methodologies have had on the curriculum in terms of promoting new educational concepts, materials, and new interpretations of learning theories.

A detailed investigation of the curriculum changes presented above, particularly those that have been implemented, will be reported in a bulletin of the National Association of Secondary School Principals during 1975-76. The questionnaire used in this investigation is based on the four charts described above and is included in the appendix.

CHART 1

Category 1 — Impact of New and Changing Emphases in Education and Society

CHANGING CONDITIONS	IMPACT ON ALL BUSINESS AND OFFICE PROGRAMS
Career education movement as the result of many forces: Economic problems. Over-and under-supply of workers. Increased crime rate. Reduced holding power of public school programs. Antiquated educational programs. Problems of disadvantagement. Women's rights legislation. Changing perceptions of job roles by sex. Lack of adjustment to work. Changing work ethics.	Instituting new career education materials: K-14 Planning guide for business and office careers. K-6 Resource guides for elementary teachers. 7-9 Resource guides for English, mathematics, social studies, and business teachers. 10-12 Exploratory work experience programs, as well as the regular coop programs. 10-14 Units to be included within preparation programs based on career development planning and principles of job satisfaction. 13-14 Units on procedures for the development of jobs based on needs of people. 9-12 Units on small business management. Resource guide on elimination of sex stereotypes in the world of work and in business activity; effect on business communications, employment, and job advancement practices.
Youth and young adult group movement to provide for: Leadership development. Personal and social development.	Expanding state and national programs. Increasing number of youth group programs integrated within the curriculum.
Increased need for everyone to develop personal business and office skills, such as: Economic understandings. Business communications. Computational skills. Recordkeeping and taxes.	Expanding availability of business education units and courses on an elective basis for everyone.
Consumer movement as a result of: Increased demand for consumer rights. Increased demand for understandable written contracts and agreements.	Increasing emphasis on: Consumer rights. Truth in lending. Understandable contracts. Governmental controls related to consumer rights.
Increased need for all workers to attain peripheral business and office skills.	Expanding availability of business education courses on an elective basis for students in all job training programs, including representative units on office and business procedures for self-employed people and for small business owners. Examples: Communications and records for cosmetology and other service businesses, for drug stores, and for other merchandising businesses, etc. Articulating business and office courses or units with other job training programs to prepare young people for the business and office components of shop, food service, health care, personal service, and other operations.
Change to metrication.	Instituting units on metrication, such as: Thinking metrically. Introduction to the metric system and conversion procedures. Problems to be considered in the transition to the metric system. Employee training programs for the metric transition.
Educational systems development movement, resulting in: Competency-based training programs. Competency-based teacher education programs. Management by objective.	Developing units and modules based on: Actual job performance criteria. Data-based research on successful teaching practices for teacher education programs. MBO procedures and criteria.

Category 2

Impact of Changing Technology

CHANGING CONDITIONS	CURRICULUM AND PROGRAM IMPACTS	RECOMMENDATIONS FOR INDIVIDUAL PROGRAM AREAS					
		OFFICE AND ADMINISTRATIVE MANAGEMENT	SUPPORT PERSONNEL (Clerical)	WORD PROCESSING	SECRETARIAL	ACCOUNTING	DATA PROCESSING
Increased volume of business activity and increased regulation of business due to environmental concerns, regard for rights of individuals and groups, international interdependency, increasing costs, have resulted in: a. Increased administrative responsibility of secretaries, accountants, and other professionals; changed responsibilities of managers.	Upgrading secretarial training to administrative assistant level.	Units or courses on developing & utilizing administrative skills of secretaries, accountants, & other support personnel; emphasis on information economics and management.	Unit on modern organization structure.	Unit on procedures and methods in WP. Units on the processor's responsibility for cost analysis and reduction.	Unit or course on the function of a secretary as an administrative assistant.	Units on the managerial aspects of accounting.	Units on information economics and management
b. Systems development.	Including or adding emerging courses on information systems. Establishing word-processing training centers.	New course or unit on information systems.	Unit on a basic introduction to systems.	Unit on WP as a sub-system.	Unit on communications as a sub-system.	Unit on financial records as a sub-system.	Units on data processing and data communications as sub-systems
c. Office equipment advances: - word processing equipment	Equipping word-processing office labs. Equipping power typing labs: MTST/Mag Card Self-correcting typewriters	Unit on methods of determining the feasibility and cost of implementing a WP system.	Unit on services provided by the WP center of a business.	Unit on utilizing WP equipment and systems efficiently. Units integrating advanced typing, machine transcription and automated typing.	Unit on using the services of the WP center of a business.	← Same	Unit on the integration of DP and WP equipment.
- electronic calculators	Reducing time spent on calculator instruction. Increasing the emphasis on estimating answers and thinking quantitatively because of more frequent use of inexpensive calculators.	Unit on methods of determining the feasibility and costs of various types of electronic calculating equipment.	Unit on 10-key skills. Unit on capabilities of various electronic calculators.		← Same	← Same	Unit on electronic calculator input to computers
- reprographics including photocopying	Expanding reprographics training programs. Emphasizing copy preparation.	Unit on methods of determining the feasibility and costs of various types of reprographic equipment and processes.	Unit on modern duplication and relative cost of copy. Unit on paste-up for duplication.	← Same	← Same	← Same	Unit on effective methods of duplicating computer output
- micrographics	Including instruction on developing criteria for document storage.	Unit on feasibility and costs of various micrographic systems and on methods of implementation.	Unit on micrographics as a means of storing and retrieving information.	← Same	← Same	← Same	← Same
- automated and electronic DP	Establishing training programs for DP and support personnel.	Units on comparative feasibility, capabilities, and costs of various DP equipment operations, including input and output equipment.	Units on input preparation for DP systems. Units on output utilization of DP systems.	← Same	← Same	Units integrating accounting subsystems and subroutines with DP.	Units related to on-site job preparation. Internships in DP.
Recent research significantly affecting the content and organization of: a. Accounting and Bookkeeping	Programming for Managerial accounting: baccalaureate programs. Procedural accounting: post-secondary. Sub-systems of accounting and secondary bookkeeping. Subroutines of bookkeeping: secondary.	Unit or use of accounting as a tool of management decision-making.	Units and courses in handling small sub-systems and sub-routines of data collection, classification, sorting, processing, summarizing, reporting, within the total accounting operation.		Unit to develop an awareness of accounting systems and sub-systems.	Unit or course on basic management accounting.	
b. Business ownership c. Administrative management d. Word processing e. Secretarial	Research data are still to be gathered and analyzed.						

CHART 3

Category 3 — Impact of Increased Concern for Employee Rights

CHANGING CONDITIONS	CURRICULUM AND PROGRAM IMPACTS	RECOMMENDATIONS	
		ADMINISTRATIVE AND OFFICE MANAGEMENT	ALL OTHER OFFICE TRAINING PROGRAMS
Increased demands by employees on employers, based on perceptions of: a. Fair and equitable employment practices.	Revising instructional materials on work ethics and human relations. Introducing stress situations by means of simulations and T-groups.	Units on personnel management dealing with contemporary problems, using the following methods: a. Survey of current practices and court decisions. b. Readings and case studies. c. Role-playing involving typical stress situations.	Units on job seeking which include contemporary information on employment practices; equal opportunity employment. Unit on court decisions concerning equal opportunity employment practice.
b. Job tenure problems.	Introducing instruction on legal rights of employees.	Units which review current job tenure practices and court decisions.	← Same
c. Need for career and job development.	Introducing instruction on developing capabilities for changing jobs or job assignments.	Units on personnel management which deal with in-service training for changing jobs and careers.	Units on career lattices and ladders.
d. Women's rights.	Introducing instruction on changing job titles, sex stereotypes in language usuage, perceptions of job roles.	Units on personnel management for solving problems resulting from sex stereotyping.	Units on effectively communicating while avoiding sex stereotyping.
e. Ergonomics.	Introducing instruction about human behavior in various work environments.	Units on contemporary procedures for planning office layout, developing criteria for equipping offices, improving work environments.	Units on utilizing modern work environments effectively.
New emphasis on small business ownership and management as a result of USOE funded projects at junior high, high, post-secondary, and adult levels.	Introducing or expanding small business ownership training programs.	Courses or units on small business management.	Enrichment units on small business management in social studies.. Courses that provide exploratory work experiences or internship programs, especially for small business operation.

Category 4 Impact of New Teaching Methodologies and Educational Developments

Changing Conditions of Educational Theory and Methods	Impact on Implementing the Curriculum
Accountability -- holding teachers accountable for the amount of learning they facilitate.	Writing performance objectives. Following up students' progress and satisfaction in the classroom and after employment. Obtaining community-derived educational objectives and utilizing them as guidelines.
Alternative schools -- attempting to meet needs of unhappy and aggressive students by establishing situations that permit alternative learning styles.	Designing new kinds of work experiences and internship programs, in addition to cooperative business education programs. Ex: CETA (Comprehensive Educational Training Act).
Open education -- dividing classrooms into learning centers.	Planning open entry and exit programs. Planning for alternative styles of learning. Ex: Satellite with business employed instructor at job site. Off-campus training site with school employed instructor.
Learning for mastery approach -- establishing performance objectives and developing materials to assist students to achieve them, the aim being to master each objective without time restrictions.	Developing LAPS and learning modules based on performance objectives. Grading students by recording mastery of each module and disregarding lenght of time required for completion.
New applications of stimulus-response learning and cognitive field theory learning.	Using combinations of programmed instruction, tapes, transparencies, LAPS, simulations, and role playing in WP, skills, and learning labs and in block-time programs to achieve cognitive and affective objectives. . Exploratory work experience programs (job exploration). . On-site training for programs requiring costly equipment. . Internship for management trainee programs.

PART II

FIVE WAYS SECONDARY AND POST-SECONDARY BUSINESS TEACHERS CAN PROMOTE CAREER DEVELOPMENT

FIVE WAYS SECONDARY AND POST-SECONDARY BUSINESS TEACHERS CAN PROMOTE CAREER DEVELOPMENT

This section contains five articles that describe several activities business and office teachers can use in their classrooms to help their students become more aware of career opportunities in business and office occupations. These articles were written for the BO-CEC Project by Harriett McIntosh, Robert Ristau, Annell Lacy Simcoe, Clyde Welter, and Fred Winger; and the articles appeared in the April, 1975, issue of the Business Education Forum. The articles are preceded by Harry Huffman's "Report of the BO-CEC Project" which also appeared in the Forum on April, 1975, and reflects the status of the project at that time.

PART III

PREPARE FOR TOMORROW

During the BO-CEC National Advisory Committee meeting in January, 1975, the representatives of business and industry on the committee were invited to submit articles reflecting changes in their respective industries that might affect the career preparation needed by students in business and office programs. One article was received in time for inclusion in this report. The article below, submitted by Frederick H. Antil, describes the changing composition of the office staff, the factors that are influencing the work force in the insurance industry, and various new career opportunities and responsibilities of office employees.

PREPARE FOR TOMORROW

Frederick H. Antil

Today's student must be prepared to contribute to and compete in the business world which he or she enters, not in the one which may have existed or which exists only in the imagination of the teacher.

The 60's and the 70's have seen tremendous changes in the insurance office working environment and in the work force itself. Most of these changes are actually only the result of trends that have been taking place for over half a century. Nevertheless, to properly prepare the student for the working environment he or she will soon be entering, the teacher must be aware of these changes.

When a number of life insurance home office executives formed LOMA (Life Office Management Association) in the early 1920's, 80% of the home office staff was classified as clerical. The remaining 20% was supervisory or managerial. Now, over 50 years later, it has been estimated that only 20% of the home office work force is clerical, while the remaining 80% is technical, supervisory or managerial. Although much of this change is the result of the computer and its impact on the processing and retention of forms and data, there are other, more subtle forces influencing today's work environment and their results are less predictable.

Mr. Antil is Vice President, Education and Training Division of the Life Office Management Association, 100 Park Avenue, New York, New York, and a member of the BO-CEC National Advisory Committee.

The major factors that I see influencing the work force and its working environment in our industry are

1) the computer-- this will continue to play a major role in the entire business operation, especially as systems become more sophisticated and employees in all departments interface with the computer through data phones or various direct access terminals.

2) the decentralization of administrative and operation facilities-- this is being done for many reasons, but the fundamental purposes for such decentralization are to reduce costs and to speed up the decision-making process and service by allowing these functions to be done in offices nearer the field sales force and the customer.

3) the legal and social pressure for changes in hiring and promotion practices (equal opportunity for women and minorities)-- this is now legally required but will become increasingly accepted with the results especially evident at the supervisory and managerial levels in the years to come, as women and minorities are hired into or promoted to these positions. On the other hand, clerical ranks that have been largely filled by women will have a larger proportion of men.

And finally,

4) the change in the understanding of the role of work itself-- it is no longer considered ideal to simplify a job to an assembly-line-like routine of basic components in order to increase productivity. Not only does the modern employee resent this non-thinking, robot-like work, but it has not been proven to be particularly productive in the long run. The satisfaction and sense of challenge that comes from a more responsible (often called "enriched" or "enlarged") job has often been found to reduce errors and increase productivity.

These are factors influencing today's working environment. What will be the effects of these factors on the work force and working environment of the future?

The work place will be both more satisfying and more challenging. Arbitrary hiring standards such as "college degree," "married," "male," "under 30," etc., will be replaced with requirements stating performance standards expected from those holding each particular position.

The satisfactory employee will be challenged by his or her work because the incumbent will be increasingly responsible for measurable results from the total job and not for merely performing one task repeatedly. This total responsibility for the job will come about because of

1) the speed of information available from computer terminals,

2) the decentralization of the offices to be nearer the consumer and field sales force, and

3) the understanding that by assigning total responsibility, the job can be made more satisfying thereby improving productivity.

Another important aspect of the future employee's life, that of career development and education, will also be affected. The insurance industry has long used industry-sponsored education to teach its employees. In many cases this corporate education will be assisted by the computer and the numerous terminals available within the company--especially in technical training. CAI (Computer Assisted Instruction)[1] and CMI (Computer Managed Instruction)[2] will be increasingly used, primarily because computerized equipment can greatly speed the educational process and, with the continued rapid change of knowledge, the need to train and retrain the employee will never cease. The employees will, in effect, be going to school for the remainder of his or her working careers (and possibly beyond).

A final result of these factors, and one that is interwoven into many other aspects of the work place already mentioned, will be the need for the employee to be able to work effectively with others. Because of the increased scope of each job, organizational barriers will become less rigid and increasingly the employee will have to understand the total picture of his organization instead of operating on a parochial view limited by his or her own department. This need will not only affect the continuing education needs of the employee, but will also impact on the personality itself. The employee, to be successful, will have to work well with others, and the makeup of these "others" will become increasingly diverse. The biggest shock for the young may be working with old people, (i.e., those over 30). Just as today, promotional opportunity will come not only with improved performance but more importantly with acquiring supervisory responsibility over others. But due to the expanding and ever-changing work environment of the future, the supervisory role will become increasingly complex and increasingly important. There will continue to be a number of jobs without supervisory responsibility providing great opportunity to the incumbent just because of the specialized and highly technical nature of the job itself. However, general advancement for most employees will be based on both the ability to do a good job and to manage others successfully.

Conclusion

The office workplace of the future will be more satisfying to its employees. It will also be more challenging, and consequently, more demanding. There will be fewer places to "hide" in dull, routine jobs. Changes both in the knowledge required and the assignments performed will be constant.

Great opportunity will exist, but this opportunity will be based on performance--quality performance. Schools of today have the task of preparing their students for the demanding rewarding opportunities ahead. Society, business, and the individual will benefit.

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[1]CAI--The individual interacts directly with the computer. The computer will change the program according to the trainee's actions. The trainee is thus "in the loop" with the computer.

[2]CMI--The computer interacts with the instructor who uses the computer as a management aid, thus allowing him to administer many programs of individual instruction.

PART IV

SOURCES OF BUSINESS AND OFFICE CAREER PREPARATION MATERIALS

SOURCES OF BUSINESS AND OFFICE CAREER PREPARATION MATERIALS

This section contains a list of 40 publishers of business and office education textbooks and reference books which might be of interest to secondary and post-secondary business teachers. A list of the books available from each publisher can be obtained by writing the publisher, by contacting the publisher's local sales representative, or by referring to the current issue of El-Hi Textbooks in Print,[1] from which this list of publishers was obtained. Since the aim of El-Hi Textbooks in Print is to be inclusive rather than selective in scope, no evaluation has been made in terms of the quality of materials available from the various publishers.

The charts on the next three pages show which publishers have books available in each of ten subject areas: (1) accounting/bookkeeping; (2) advertising; (3) business; (4) business teachers' professional books; (5) business English; (6) business law; (7) business mathematics; (8) business training and management; (9) marketing; and (10) shorthand and typewriting. The charts also show the grade levels for which the materials are designed. Since the source from which these charts were compiled may not be complete, it is recommended that you periodically obtain catalogs from the publishers listed and compare their catalog subject listings with those shown in these charts. The addresses of the publishers are shown on pages 34-35.

Business and professional organizations which might supply business teachers with information or materials about various business and office occupations are listed on pages 36 - 41. A complete listing of all professional, business, and trade organizations can be found in the following publications: Encyclopedia of Associations and National Trade and Professional Associations of the United States. The complete references for these two publications are shown on page 41.

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[1] El-Hi Textbooks in Print. R. R. Bowker Company (A Xerox Education Company), New York: 1974.

PUBLISHERS OF CAREER PREPARATION
TEXTS AND REFERENCE BOOKS

	SUBJECT AREA→ / PUBLISHER ↓	Accounting and Bookkeeping	Advertising and Public Relations	Business
1	Acad Therapy			
2	Addison-Wesley			
3	Amsco Sch			
4	Barnes & Noble			
5	Barron's			
6	Benefic			
7	Boxwood			
8	Bruce Publishing			
9	Cambridge Bk.			
10	Cliff's	Grades 9-12		
11	Delmar			
12	Dickenson			
13	Dreier Educ.			
14	Dushkin			
15	Ed. Pub. Serv.			
16	Exposition			
17	Funk & Wagnalls			
18	Glencoe			
19	Globe			
20	Grolier, Inc.			
21	Holden-Day			
22	Hy-Speed			
23	Interstate		Grades 9-12	
24	Iowa St. Un. Pr.		Grades 11-12	
25	Lieber-Atherton			
26	Macmillan			
27	McGraw-Hill	Grades 9-12	Grades 9-12	Grades 9-12
28	Monarch	Grades 8-12		
29	NEA			
30	Pergamon	Grades 10-12		
31	Pitman	Grades 9-12		
32	Prentice-Hall			
33	Psych. Corp.			
34	Sci. Res. Assoc.			
35	Scott, Foresman			
36	South-Western	Grades 9-12	Grades 9-12	Grades 9-12
37	Univ. Pub. Co.	Grades 9-12		
38	Wadsworth Pub.			
39	Xerox Ed. Pubns.		Grades 7-12	
40	Zaner-Bloser			

	SUBJECT AREA → PUBLISHER ↓	Business (Teachers' Professional Books)	Business English	Business Law
1	Acad Therapy			
2	Addison-Wesley			
3	Amsco Sch			Grades 10-12
4	Barnes & Noble		Grades 9-12	
5	Barron's			Grades 10-12
6	Benefic			
7	Boxwood			
8	Bruce Publishing	x		
9	Cambridge Bk.			
10	Cliff's			
11	Delmar			
12	Dickenson			
13	Dreier Educ.			
14	Dushkin			
15	Ed. Pub. Serv.			
16	Exposition		Grades 10-12	
17	Funk & Wagnalls			
18	Glencoe			
19	Globe		Grades 7-10	
20	Grolier, Inc.			
21	Holden-Day			
22	Hy-Speed			
23	Interstate	x		
24	Iowa St. Univ. Pr.			
25	Lieber-Atherton	x		
26	MacMillan		Grades 9-12	
27	McGraw-Hill	x	Grades 9-12	Grades 9-12
28	Monarch	x	Grades 7-12	
29	NEA	x		
30	Pergamon			
31	Pitman	x	Grades 9-12	Grades 9-12
32	Prentice-Hall		Grades 9-12	Grades 9-12
33	Psych. Corp.			
34	Sci. Res. Assoc.			
35	Scott, Foresman			
36	South-Western	x	Grades 9-12	Grades 9-12
37	Univ. Pub. Co.	x		
38	Wadsworth Pub.			
39	Xerox Ed. Pubns.			
40	Zaner-Bloser		Grades 10-12	

	SUBJECT AREA → / PUBLISHER ↓	Business Mathematics	Business Training & Management	Marketing, Retailing & Salesmanship	Shorthand & Typewriting
1	Acad Therapy				Grades (Elem)
2	Addison-Wesley	Grades 8-12			
3	Amsco Sch	Grades 7-12			Grades 7-12
4	Barnes & Noble				
5	Barron's		Grades 10-12		Grades 11-12
6	Benefic			Grades 6-9	
7	Boxwood				Grades 7-9
8	Bruce Publishing				
9	Cambridge Bk.	Grades 9-12	Grades 10-12		Grades 11-12
10	Cliff's				
11	Delmar		Grades 9-12		
12	Dickenson		Grades 10-12		
13	Dreier Educ.				Grades 3-8
14	Dushkin		Grade 12		
15	Ed. Pub. Serv.				Grades 1-6
16	Exposition				
17	Funk & Wagnalls		Grades 10-12		
18	Glencoe	Grades 11-12	Grades 10-12	Grades 11-12	
19	Globe				
20	Grolier, Inc.				Grades 9-12
21	Holden-Day	Grades 11-12			
22	Hy-Speed				Grades 9-12
23	Interstate		Grades 9-12	Grades 9-12	
24	Iowa St. Univ. Pr.		Grades 10-12		
25	Lieber-Atherton				
26	Macmillan				
27	McGraw-Hill	Grades 9-12	Grades 9-12	Grades 9-12	Grades 4-12
28	Monarch	Grades 7-12			
29	NEA				
30	Pergamon			Grades 10-12	
31	Pitman	Grades 9-12	Grades 9-12	Grades 9-12	Grades 7-12
32	Prentice-Hall	Grades 9-12	Grades 9-12	Grades 9-12	Grades 10-12
33	Psych. Corp.				Grades 7-12
34	Sci. Res. Assoc.				Grades 10-12
35	Scott, Foresman				Grades 5-8
36	South-Western	Grades 9-12	Grades 9-12	Grades 9-12	Grades 7-12
37	Univ. Pub. Co.				
38	Wadsworth Pub.	Grades 9-12			
39	Xerox Ed. Pubns.				
40	Zaner-Bloser				

ADDRESSES OF PUBLISHERS

Academic Therapy Publications
1539 Fourth Street
San Rafael, CA 94901

Addison-Wesley Publishing Co., Inc.
School Division
Sand Hill Road
Reading, MA 01867

AMSCO School Publications, Inc.
315 Hudson Street
Menlo Park, CA 94025

Barnes & Noble, Inc.
105 Fifth Avenue
New York, NY 10003

Barron's Educational Series, Inc.
113 Crossways Park Dr.
Woodbury, NY 11797

Benefic Press
10300 W. Roosevelt Rd.
Westchester, IL 60153

Boxwood Press
183 Ocean View Blvd.
Pacific Grove, CA 93950

Bruce Publishing Co. (The)
Div. of Benziger, Bruce, & Glencoe, Inc.
8701 Wilshire Blvd.
Beverly Hills, CA 90211

Cambridge Book Company
Div. of New York Times Media Co., Inc.
488 Madison Avenue
New York, NY 10022

Cliff's Notes, Inc.
PO Box 80728
Lincoln, NB 68501

Delmar Publishers, Inc.
PO Box 5087
Albany, NY 12205

Dickenson Publishing Co.
Subs. of Wadsworth Pub. Co.
Ralston Park
Belmont, CA 94002

Dreier Educational Systems
320 Raritan Avenue
Highland Park, NJ 08904

Dushkin Publishing Group, Inc.
Sluice Dock
Guilford, CT 06437

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 02138

Exposition Press, Inc.
50 Jericho Turnpike
Jericho, NY 11753

Funk & Wagnalls Co.
Dist. by Thomas Y. Crowell Co.
666 Fifth Avenue
New York, NY 10019

Glencoe Press
Div. of Benziger, Bruce, & Glencoe, Inc.
8701 Wilshire Blvd.
Beverly Hills, CA 90211

Globe Book Co., Inc.
175 Fifth Avenue
New York, NY 10010

Grolier, Inc.
Instructional Systems Division
845 Third Avenue
New York, NY 10022

Holden-Day, Inc.
500 Sansome Street
San Francisco, CA 94111

Hy-Speed Longhand Co.
Orders to: D.C. National Publishing Co.
114 Frederick Avenue
Rockville, MD 20850

Interstate
19-27 North Jackson Street
Danville, IL 61832

Iowa State University Press
Press Building
Ames, IA 50010

Lieber-Atherton, Inc.
1841 Broadway
New York, NY 10023

Macmillan Publishing Co., Inc.
Riverside, NJ 08075

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Monarch Press
c/o Simon & Schuster, Inc.
1 W. 39th Street
New York, NY 10018

National Education Association
Customer Service Section 131
1201 16th Street, N.W.
Washington, D.C. 20036

Pergamon Press, Inc.
Education Division
Maxwell House, Fairview Park
Elmstord, NY 10523

Pitman Publishing Corp.
6 E. 43rd Street
New York, NY 10017

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Branch: Box 18501
Salt Lake City, UT 84119

Psychological Corp. (The)
Subs. of Harcourt, Brace, &
Jovanovich, Inc.
304 E. 45th Street
New York, NY 10017

Science Research Associates, Inc.
Subs. of IBM
259 E. Erie Street
Chicago, IL 60611

Scott, Foresman, & Company
1900 E. Lake Avenue
Glenview, IL 60025

Branches: 1955 Montreal Road
Tucker, GA 30084

11310 Gemini Lane
Dallas, TX 75229

99 Bauer Drive
Oakland, NJ 07436

855 California Avenue
Palo Alto, CA 94304

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Branches: 5001 West Harrison Street
Chicago, IL 60644

512 North Avenue
New Rochelle, NY 10802

11310 Gemini Lane
Dallas, TX 75229

11 Guittard Rd.
Burlingame, CA 94010

University Pub. Co.
1126 Que Street
Lincoln, NB 68501

Wadsworth Publishing Co., Inc.
10 Davis Dr.
Belmont, CA 94002

Xerox Education Publications
Education Center
Columbus, OH 43216

Zaner-Bloser Co.
612 N. Park Street
Columbus, OH 43215

BUSINESS AND PROFESSIONAL ORGANIZATIONS

ACCOUNTING

American Institute of Certified Public Accountants
666 5th Avenue
New York, NY 10019
Publication: "What's It Like To Be An Accountant?" (Free)

American Woman's Society of Certified Public Accountants
327 LaSalle Street, Room 738
Chicago, IL 60604
Publications: "Why Not Choose Accounting?" and "A Career for Women, Too" (Free)

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C1--Accounting"

Institute of Internal Auditors, Inc.
5500 Diplomat Circle
Orlando, FL 32810
Publication: "Your Future in the Field of Internal Auditing"

National Association of Accountants
919 3rd Avenue
New York, NY 10022
Write for free career literature

ADVERTISING

American Advertising Federation
Bureau of Research
1225 Connecticut Avenue, NW
Washington, DC 20036
Publications: "Jobs in Advertising" and "Questions and Answers About Advertising

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017
Publications: "Advertising--A Guide to Careers in Advertising" and "Career Opportunities in Advertising"

ADVERTISING

Association of Industrial Advertisers
Education Committee
41 East 42nd Street
New York, NY 10017
Publication: "Industrial Advertising Careers"

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C2--Advertising

BANKING

The American Banker's Association
1120 Connecticut Avenue
Washington, DC 20036
Publications: "Your Career in Banking" and "Banking--An Opportunity for You"

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C4--Banking"

National Association of Bank Women, Inc.
111 E. Wacker Drive
Chicago, IL 60601
Publication: "A Career for Women--Banking"

COMMUNICATIONS

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C5--Communications"

Communication Workers of America
1925 K Street, NW
Washington, DC 20006
Publication: "Telephone Operators" (Single copy, free)

COMMUNICATIONS (Continued)

Council of Communication Societies
P.O. Box 1017
Silver Springs, MD 20910

International Association of Business Communicators
C/O John Bailey
2108 Braewick Circle
Akron, OH 44313
Send for free career material.

CONSUMER CREDIT/FINANCE

International Consumer Credit Association
375 Jackson Avenue
St. Louis, MO 63130
Publications: "The Credit World" (75¢) and "Consumer Credit Schools"

National Consumer Finance Association
Education Services Division
1000 16th Street, NW
Washington, DC 20036
Publication: "Your Future: Careers in Consumer Credit"

DATA PROCESSING

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022
Publication: "Data Processing Explained"

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, NJ 07645
Publication: "Facts on Computer Careers" (Single copy, free)

American Society for Information Science
2000 P Street, NW
Washington, DC 20036

DATA PROCESSING

Association for Educational Data Systems
1201 16th Street, NW
Washington, DC 20036

Association for Systems Management
24587 Bagley Road
Cleveland, OH 44138
Publication: "Profile of a Systems Man"

Business Equipment Manufacturers Association
235 E. 42nd Street
New York, NY 10017

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C7--Data Processing"

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068
Publication: "Future Data Processors"

IEEE, Computer Group
345 E. 47th Street
New York, NY 10017

The National Science Teachers Association
A Department of the NEA
1201 16th Street, NW
Washington, DC 20036
Publication: "Careers in Electronic Data Processing"

Numerical Control Society
Box 138
Spring Lake, NJ 07762

Operations Research Society of America
428 Preston Street
Baltimore, MD 21202
Publication: "Careers in Operations Research"

DATA PROCESSING (Continued)

Society for Information Display
654 N. Sepulveda Boulevard
Los Angeles, CA 90049

Special Libraries Association
235 Park Avenue S.
New York, NY 10033

Systems and Procedures Association
7890 Brookside Drive
Cleveland, OH 44138

FOOD SERVICE/HOSPITALITY

American Hotel and Motel Association
888 7th Avenue
New York, NY 10019
Publications: "Will Hotel Work Be Your Career" and Career Development, monthly

Council on Hotel, Restaurant, and Institutional Education
1522 K Street, NW, Suite 736
Washington, DC 20005
Publication: "U.S. and International Directory of Hotel, Restaurant Institutional Schools" ($1)

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610
Publication: "Careers for Youth in the Food Service Industry"

GOVERNMENT SERVICE

American Society for Public Administration
1225 Connecticut Avenue, NW
Washington, DC 20036
Publication: "Public Administration and International Affairs"

Ford Foundation
320 East 43rd Street
New York, NY 10017
Publication: "Skills, Scholarship, and Public Service"

INSURANCE

American Mutual Insurance Alliance
200 North Wacker Drive
Chicago, IL 60606

Casualty Actuarial Society
200 East 42nd Street
New York, NY 10017
Write for information on a career as a property and casualty actuary.

General Adjustment Bureau
123 William Street
New York, NY 10038
Write for details of formal programs for the training of adjusters.

Institute of Insurance
277 Park Avenue
New York, NY 10017
Publications: "It's Up To You--A Guide to Career in Life and Health Insurance" and "A Life Career" (Free)

Insurance Information Institute
Education Division
110 William Street
New York, NY 10038
Publication: "Careers in Property and Liability Insurance" (Free)

Life Office Management Association
100 Park Avenue
New York, NY 10017

National Association of Insurance Women
4848 South Peoria
Ben Crowley Bldg., Suite 202
Tulsa, OK 74105
Publication: "Who Says a Good Insurance Job Has to be Dull"

LEGAL ASSISTANTS

American Bar Association
1155 East 16th Street
Chicago, IL 60637
Publication: "Proposed Curriculum for Training of Law Office Personnel"

MANAGEMENT

Financial Management

Financial Executives Institute
633 Third Avenue
New York, NY 10017
Publications: "Careers in Financial Management and Controllership" and "Financial Executive" (75¢)

Office Management

Administrative Management Society
Publications Department
Willow Grove, PA 19090
Publications: "The Office and You... Careers" ($1) and "What Is An Executive?" (Free)

Organizational Management

American Management Association
135 West 50th Street
New York, NY 10020

Personnel Management

American Society for Personnel Administration
19 Church Steet
Berea, OH 44017
Publication: "Careers in Personnel and Industrial Relations"

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Personnel Career Opportunity Series C18"

International Association of Personnel Women
358 Fifth Avenue
New York, NY 10001

International Personnel Management Association
1313 E. 60th Street
Chicago, IL 60637

MANAGEMENT

Records Management

American Records Management Association
24 North Wabash Avenue, Suite 823
Chicago, IL 60602

Association of Records Executives and Administrators
P.O. Box 4259
Grand Central Station
New York, NY 10017

Small Business Ownership/Management

National Small Business Association
1225 19th Street, NW
Washington, DC 20036

Systems Management

Association for Systems Management
24587 Bagley Road
Cleveland, OH 44138
Publication: "Profile of a Systems Man"

PUBLIC RELATIONS

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C20--Public Relations"

Public Relations Society of America
845 3rd Avenue
New York, NY 10022
Publication: "Careers in Public Relations" (Free)

PURCHASING

National Association of Purchasing Agents
11 Park Place
New York, NY 10007
Publications: "Your Career In Purchasing" and "Purchasing as a Career"

SALES/MARKETING/DISTRIBUTION

Manufacturers' Agent/Salesman

Manufacturers' Agents National Association
3130 Wilshire Blvd., Suite 509
Los Angeles, CA 90010
Publication: "The Manufacturers' Agent"

Training and Research Institute
American Foundrymen's Society
Gulf and Wolf Roads
Des Plaines, IL 60016
Publication: "Cast Metals Career Briefs: Sales--Equipment and Castings"

Real Estate

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: "Career Opportunity Series C22--Real Estate"

Retail Sales

American Booksellers Association
800 Second Avenue
New York, NY 10017
Publication: "Opening a Bookstore"

American Marketing Association
222 South Riverside Plaza, Suite 606
Chicago, IL 60606

Catalyst
6 East 82nd Street
New York, NY 10028
Publication: Career Opportunity Series C24--Retailing and Fashion"

National Association of Food Chains
1725 Eye Street, NW
Washington, DC 20006
Publication: "Looking for a Career"

SALES/MARKETING/DISTRIBUTION

Retail Sales

National Association of Retail Grocers of the United States"
2000 Spring Road, Suite 620
Oak Brook, IL 60521
Publication: "Career Opportunities in Food Retailing"

National Retail Merchants Association
100 West 31st Street
New York, NY 10001
Publication: "Opportunities in Retailing" (Single copy, free)

Sales and Marketing Executives International
380 Lexington Avenue
New York, NY 10017
Publications: "What You Should Know About Sales Careers" and "The Salesman"

SECRETARIAL/STENOGRAPHIC

Executive Secretaries, Inc.
Jackson and Hertogs
508 Washington Street
San Francisco, CA 94111

National Association of Legal Secretaries
3005 E. Skelly Drive, Suite 120
Tulsa, OK 74105
Publication: "So You Want To Be A Legal Secretary"

National Secretaries Association
2440 Pershing Road, Suite G-10
Kansas City, MO 64108

National Shorthand Reporters Association
2361 S. Jefferson Davis Highway
Arlington, VA 22202
Publication: "Shorthand Reporting as A Career" (Single copy, free)

TRAVEL

American Society of Travel Agents, Inc.
Agency Development and Training Dept.
360 Lexington Avenue
New York, NY 10017
Publication: "Introducing a Correspondence Course by Travel Agents for Future Travel Agents" (Single copy, free)

Institute of Certified Travel Agents
P.O. Box 56 - 148 Linden Street
Wellesley, MA 02181
Publication: "Travel Counselors Attain Professional Status" (Single copy, free)

WORD PROCESSING

International Word Processing Association
Maryland Road
Willow Grove, PA
(Affiliated with AMS)

OTHER PROFESSIONAL AND BUSINESS ASSOCIATIONS are listed in the following directories:

Encyclopedia of Associations
Gale Research Company
Book Tower
Detroit, MI 48226

National Trade and Professional Associations of the United States
Columbia Books, Inc.
734 15th Street, NW - Room 601
Washington, DC 20005

APPENDIX

NAME_____ JOB TITLE

CITY/STATE_____

___ State Supervisor
___ State Department District Supervisor
___ Local Supervisor
___ Teacher Educator
___ Other_____

INSTRUCTIONS

The first section of this questionnaire lists units or courses that reflect the impact of changing technology on specific business and office programs.

1. Indicate whether your state, district, or school has implemented each unit or course by circling the "yes" or "no" shown in the appropriate program column(s) to the right of unit or course description.
2. If you have such a unit or course in other programs, indicate by checking (✓) the appropriate program column.
3. If the unit or course has not been implemented but plans are underway for implementation, please indicate this by checking the "planned" column.
4. Finally, if any of the units have been implemented in an OUTSTANDING manner, please indicate the unit (a, b, c, etc.), the school and the district in which the unit has been implemented, and a brief description.

EXAMPLE

SECTION I: IMPACT OF CHANGING TECHNOLOGY	Implemented: Office and Admin. Management Programs	Implemented: Clerical Programs	Implemented: Word Processing Programs	Implemented: Secretarial Programs	Implemented: Accounting Programs	Implemented: Data Processing Programs	Planned	If any of the units listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
1. *Which of the following units have you IMPLEMENTED to reflect the increased administrative responsibility of secretaries, accountants, and other professionals?*								
Units or Courses on:								
a. Developing and utilizing administrative skills of secretaries, accountants, and other support personnel with emphasis on information economics and management	(YES) NO							*Outstanding Example:* (b) *Fort Collins High School, Colo., Poudre R-I District. Students study organizational structure on co-op jobs.*
b. Modern organizational structure	✓	(YES) NO		✓				
c. Procedures and methods of word processing. . .			(YES) NO				✓	

Use the same procedures in completing Section II, which deals with the impact of increased concern for employee rights on business management and on all other business and office programs.

Instructions for Sections III and IV are given at the beginning of those sections.

SECTION I: IMPACT OF CHANGING TECHNOLOGY

	Implemented						Planned	If any of the units listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs		
1. *Which of the following units have you IMPLEMENTED to reflect the increased administrative responsibility of secretaries, accountants, and other professionals?*								
Units or Courses on:								
a. Developing and utilizing administrative skills of secretaries, accountants, and other support personnel with emphasis on information economics and management	YES NO							
b. Modern organizational structure		YES NO						
c. Procedures and methods of word processing . .			YES NO					
d. Word processor's responsibility for cost analysis and reduction			YES NO					
e. Function of a secretary as an administrative assistant				YES NO				
f. Managerial aspects of accounting					YES NO			
g. Information economics and management . . .						YES NO		
2. *Which of the following units have you IMPLEMENTED to reflect the increased emphasis on systems?*								
Units or Courses on:								
a. Information systems	YES NO							
b. Basic introduction to systems		YES NO						
c. WP as a sub-system.			YES NO					
d. Communications as a sub-system.				YES NO				
e. Financial records as a sub-system					YES NO			
f. Data processing and data communication as sub-systems.						YES NO		

SECTION I: IMPACT OF CHANGING TECHNOLOGY

3. *Which of the following units have you IMPLEMENTED to reflect recent advances in office equipment?*	Implemented: Office and Admin. Management Programs	Implemented: Clerical Programs	Implemented: Word Processing Programs	Implemented: Secretarial Programs	Implemented: Accounting Programs	Implemented: Data Processing Programs	Planned	If any of the above listed have been implemented in an outstanding manner please indicate the school, district, and a brief description.
Word Processing Equipment								
Units or Courses on:								
a. Methods of determining the feasibility and cost and of implementing a WP system.	YES NO							
b. Services provided by a WP center of a business .		YES NO						
c. Utilizing WP equipment and systems efficiently .			YES NO					
d. Integrating advanced typing, machine transcription, and automated typing.			YES NO					
e. Using the services of the WP center of a business				YES NO	YES NO			
f. Integration of DP and WP equipment						YES NO		
Electronic Calculators								
Units or Courses on:								
g. Methods of determining the feasibility and costs of various types of electronic calculating equipment	YES NO							
h. 10-key skills		YES NO		YES NO	YES NO			
i. Capabilities of various electronic calculators .		YES NO		YES NO	YES NO			
j. Electronic calculator input to computers . .						YES NO		

SECTION I: IMPACT OF CHANGING TECHNOLOGY

	Implemented						Planned	If any of the above listed have been implemented in an outstanding manner please indicate the school, district, and a brief description.
3. (continued)	Office and Admin. Management Programs	Clerical Programs	Word Processing Programs	Secretarial Programs	Accounting Programs	Data Processing Programs		
Reprographics Including Photocopying								
Units or Courses on:								
k. Methods of determining the feasibility and costs of various types of reprographic equipment and processes.	YES NO							
l. Modern duplication and relative cost of copy .		YES NO	YES NO	YES NO	YES NO			
m. Paste-up for duplication		YES NO	YES NO	YES NO	YES NO			
n. Effective methods of duplicating computer output						YES NO		
Micrographics								
Units or Courses on:								
o. Feasibility and costs of various micrographic systems and on methods of implementation . .	YES NO							
p. Micrographics as a means of storing and retrieving information		YES NO	YES NO	YES NO	YES NO	YES NO		
Automated and Electronic DP								
Units or Courses on:								
q. Comparative feasibility, capabilities, and costs of various DP equipment operations, including input and output equipment	YES NO							
r. Input preparation for DP systems		YES NO	YES NO	YES NO				
s. Output utilization of DP systems		YES NO	YES NO	YES NO				
t. Integrating accounting sub-systems and sub-routines with DP					YES NO			
u. Preparation for on-site job experiences . .						YES NO		
v. Internships in DP.						YES NO		

SECTION I: IMPACT OF CHANGING TECHNOLOGY

4. *Which of the following units have you IMPLEMENTED to reflect recent research affecting the content and organization of accounting and bookkeeping?* Units or Courses on:	Implemented: Office and Admin. Management Programs	Implemented: Clerical Program	Implemented: Word Processing Programs	Implemented: Secretarial Programs	Implemented: Accounting Programs	Implemented: Data Processing Programs	Planned	If any of the unit listed have been implemented in an outstanding manner please indicate th school, district, and a brief descri tion.
a. Use of accounting as a tool of management decision-making.	YES NO							
b. Handling small sub-systems and sub-routines of data collection, classification, sorting, processing, summarizing, reporting, within the total accounting operation		YES NO						
c. Developing an awareness of accounting systems and sub-systems.				YES NO				
d. Basic management accounting.					YES NO	YES NO		
e. Accounting or DP applications coordinated with on-site job training					YES NO	YES NO		

SECTION II: IMPACT OF INCREASED CONCERN FOR EMPLOYEE RIGHTS

	Implemented: Office and Admin. Management Programs	Implemented: All Other Office Training Programs	Planned	If any of the units listed have been implemented in an outstanding manner, please indicate the school, district, and a brief description.
1. *Which of the following units have you IMPLEMENTED to reflect increased demands by employees on employers?*				
Units or Courses on:				
a. Current personnel practices and court decisions	YES NO	YES NO		
b. Coping with typical stress situations	YES NO			
c. Job seeking including information on employment practices and equal opportunity employment		YES NO		
d. Current job tenure practices and court decisions	YES NO	YES NO		
e. Personnel management dealing with in-service training for changing jobs and careers	YES NO			
f. Career lattices and ladders		YES NO		
g. Personnel management for solving problems resulting from sex stereotyping	YES NO			
h. Effectively communicating while avoiding sex stereotyping		YES NO		
i. Contemporary procedures for planning office layout, developing criteria for equipping offices, improving work environments	YES NO			
j. Utilizing modern work environments effectively		YES NO		
2. *Which of the following units have you IMPLEMENTED to reflect the new emphasis on small business ownership and management?*				
Units or Courses on:				
a. Small business management	YES NO	YES NO		
b. Exploratory work experiences or internship programs, especially for the operation of small businesses		YES NO		

SECTION III: IMPACT OF NEW AND CHANGING EMPHASES IN EDUCATION AND SOCIETY

Instructions: Circle yes or no to indicate whether you have implemented any of the following materials, units, courses, or programs.

1. *Have you instituted any of the following new career education materials?*

a.	K-14	Planning guide for business and office careers?	Yes	No
b.	K-6	Resource guides for elementary teachers?	Yes	No
c.	7-9	Resource guides for English, mathematics, social studies, and business teachers?	Yes	No
d.	10-12	Exploratory work experience program guide, as well as the regular co-op program guide?	Yes	No
e.	10-14	Units to be included within preparation programs based on career development planning and principles of job satisfaction?	Yes	No
f.	13-14	Units on procedures for the development of jobs based on needs of people?	Yes	No
g.	9-12	Units on small business management?	Yes	No
h.		Resource guide on elimination of sex stereotypes in the world of work and in business activity; effect on business communications, employment, and job advancement practices?	Yes	No

2. *In terms of ΦBL, FBLA, and OEA, have you:*

a.	Expanded local and state programs?	Yes	No
b.	Integrated the youth program within the curriculum?	Yes	No

3. *Have you made any of the following business education units and courses available to everyone on an elective basis:*

a. Typewriting? . . . . . Yes No

b. Shorthand? . . . . . Yes No

c. Bookkeeping and accounting? . . . . . Yes No

d. General business? . . . . . Yes No

e. Business math? . . . . . Yes No

f. Business communications? . . . . . Yes No

g. Business law? . . . . . Yes No

h. Other_____ . . . . . Yes No

4. *Have you instituted units in any of the following areas:*

a. Consumer rights? . . . . . Yes No

b. Truth in lending? . . . . . Yes No

c. Writing understandable contracts? . . . . . Yes No

d. Governmental controls related to consumer rights? . . . . . Yes No

5. *Have you instituted any of the following units or courses and articulated them with other occupational clusters for prospective owners and operators of small enterprises in areas such as food services, trades, health services, personal services, etc:*

a. Typing applications? . . . . . Yes No

5. (continued)

b. Communications? . . . . . Yes No

c. Bookkeeping and recordkeeping? . . . . . Yes No

d. Filing and office procedures? . . . . . Yes No

e. Business law and principles? . . . . . Yes No

f. Business math? . . . . . Yes No

6. *Have you instituted any of the following units on metrication:*

a. Thinking metrically? . . . . . Yes No

b. Introduction to the metric system and conversion procedures? . . . . . Yes No

c. Problems to be considered in the transition to the metric system? . . . . . Yes No

d. Employee training programs for the metric transition? . . . . . Yes No

7. *Have you developed competency-based units or courses based on actual job performance criteria?* . . . . . Yes No

8. *Have you developed competency-based teacher-preparation programs?* . . . . . Yes No

9. *Have you instituted a management by objectives system?* . . . . . Yes No

SECTION IV: IMPACT OF NEW TEACHING METHODOLOGIES AND EDUCATIONAL DEVELOPMENTS

Instructions: Circle yes or no to indicate whether you have implemented any of the following:

1. *Have instituted a plan for:*

   a. Performance objectives for instructional materials? . . . . . Yes No

   b. Systematic and consistent follow up of students after placement? . . . . . Yes No

   c. Community-derived career objectives? . . . . . Yes No

   d. Exploratory work experience programs (job exploration)? . . . . . Yes No

   e. General work experience programs (primarily for potential dropouts)? . . . . . Yes No

   f. Cooperative vocational training programs? . . . . . Yes No

   g. On-site training programs utilizing costly equipment? . . . . . Yes No

   h. Internship for management trainee programs? . . . . . Yes No

2. *Have developed plans that provide for:*

   a. Secondary: open entry/exit? . . . . . Yes No

   b. Post-secondary: open entry/exit? . . . . . Yes No

   c. Secondary: Internship or course with on-site instruction? . . . . . Yes No

   d. Post-secondary: Internship or course with on-site instruction? . . . . . Yes No

   e. Secondary: Off-campus course taught by campus instructor? . . . . . Yes No

   f. Post-secondary: Off-campus course taught by campus instructor? . . . . . Yes No

3. *Have you developed:*

a. Modules or learning activity packets based on performance objectives? . . . . Yes No

b. Plans for grading students by recording mastery of each module disregarding time required for completion? . . . . . Yes No

4. *Have you established/funded:*

a. DP labs? . . . . . Yes No

b. WP labs? . . . . . Yes No

c. Skills or learning labs? . . . . . Yes No

d. Power typing labs (transcription equipment, automated typewriter, etc.)? . . . Yes No

e. Block-time programs? . . . . . Yes No

f. Learning systems, combining:

i. Audio equipment? . . . . . Yes No

ii. Visual equipment? . . . . . Yes No

iii. Simulations? . . . . . Yes No

iv. Role-playing projects? . . . . . Yes No

v. Programmed learning? . . . . . Yes No

vi. Learning activity packets? . . . . . Yes No